

A DESCRIPTION OF THE TRANSIENT UNIT OF THE
WARWICK STATE TRAINING SCHOOL FOR BOYS;
A FOCUS ON RUNAWAYS AND AWOLS

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF SOCIAL WORK

BY
MARY P. BROOKS

ATLANTA, GEORGIA

JUNE 1961

R.W.T. 54

28.
36

ACKNOWLEDGEMENTS

My sincerest appreciation is expressed to the many people, whose names are too numerous to mention here, for their assistance and cooperation in the gathering of materials and in the preparation of this thesis. The writer is especially indebted to Mr. Daniel P. Clarke, Warwick State Training School, Dr. Joseph Golden, Atlanta University and Henry P. Jones, who worked jointly with me in a similar study of his own.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	ii
LIST OF TABLES	iv
 Chapter	
I. INTRODUCTION	1
Significance of the Study	1
Purpose of Study	7
Method of Procedure	7
Scope and Limitations	8
II. DESCRIPTION OF SAMPLE	10
Classification of Boys	15
III. RUNAWAYS	18
IV. AWOLS OR STAYDOWNS	26
V. OTHER CATEGORIES	32
VI. EVALUATION OF THE TRANSIENT UNIT	35
Staff	36
Boys	40
VII. INTERPRETATIONS AND FINDINGS	44
 APPENDIXES	
A. INTERVIEW GUIDE FOR STAFF REGARDING TRANSIENT UNIT . . .	51
B. INTERVIEW GUIDE FOR BOYS REGARDING THEIR PLACEMENT IN THE TRANSIENT UNIT	52
BIBLIOGRAPHY	53

LIST OF TABLES

Table	Page
1. Study Sample of the Number of Days By the Number of Times in Transient Unit	11
2. Study Sample By Quarter Year Placement of Boys By Category Types	12
3. Study Sample By Race	13
4. Study Sample By Religion	14
5. Study Sample By Age, Race and Religion	15
6. Study Sample of Runaways - 1956-1960	18
7. Sample Study of Runaways By Age and Race, 1956-1960	22
8. Study Sample of the Number of Times "A" Boys were Sent to Transient Unit	23
9. Study Sample of the Number of Days "A" Boys Spent in Transient Unit	23
10. Study Sample of Other Transient Unit Admissions for "A" Boys	25
11. Study Sample of AWOLs - 1956-1960	26
12. Study Sample of AWOLs By Age and Race - 1956-1960	27
13. Study Sample of the Number of Days "C" Boys Spent in Transient Unit	29
14. Study Sample of the Number of Times "C" Boys Spent in Transient Unit	29
15. Study Sample of the Number of Other Admission for "C" Boys	30
16. Sub Sample Study of Mean Characteristics of Runaways, AWOLs, Trouble in the Cottage and Parole Violators	47

CHAPTER I

INTRODUCTION

Significance of the Study

The philosophy and program goals of an institution are dependent on what the institution is expected to accomplish by the people who support it. In the case of training schools for juvenile delinquents, it may be generalized that most people working in this field believe that:

A training school must provide re-educative treatment, geared to the development of a healthy, happy personality and a successful adjustment to society. They believe that through a new experience in a community living the delinquent child can be led to realize that life holds many recognitions and satisfactions for him which he can achieve by following socially accepted modes of behavior.¹

The value of the institution to the juvenile delinquent is in its attempt to provide an atmosphere which combines protection, controls, and a totality of treatment which was not present in his community. The community expects the training school to control the delinquent for the period of commitment, providing some type of training that will enable him to become a contributing rather than merely a consuming member of society. The people of the community know little about the management and functions of the institution but assume that efficiency exists within the institutional set-up. They are not seriously concerned, as a rule, with either the methods or the means² which an institution uses to change the juvenile delinquent.

¹ Children's Bureau, United States Department of Health, Education, and Welfare. Institutions Serving Delinquent Children: Guides and Goals. Publication Number 360 (Washington, 1957), p. 1.

² Ibid.

The State of New York supports six training schools for boys and two aftercare services. Only one of these schools is located upstate and it services all the northern cities and counties of New York State. It has one of the aftercare agencies to handle its own parolees. The other five training schools serve the down-state cities and counties in addition to the Metropolitan Area of New York City. These five schools are all serviced by one aftercare agency - Home Service Bureau. These training schools, according to the dates they originated, are listed as follows:

Industry	1932
Warwick	1932
Annex	1947
Otisville	1955
Highland	1958
New Hampton	1958
Aftercare Service - Home Service Bureau .	1958

Generally these training schools have as their purpose the rehabilitation of the delinquent boy to socially desirable behavior by helping the boy integrate into his personality desirable social attitudes and values. The state school we will concern ourselves with is the New York State Training School For Boys, Warwick, New York.

The New York State Training School for Boys was founded in 1932 for the study and treatment of delinquent boys whose ages range from twelve through fifteen at the time of admission. It is located in the Orange County foothills of the Ramapo Mountains, four miles from the village of Warwick, and approximately fifty miles from the City of New York.

¹ Robert Blackshear, "A Study of the Influence of Cottage Life on Personality Development of Boys at New York State Training School" (Unpublished Master's Thesis, Atlanta University, Atlanta, Georgia, June 1952), p. 2.

It is one of two institutions founded to replace the New York House of Refuge, an institution established many years ago for the care of delin-¹quent boys of Metropolitan New York. Recently the school's name has been changed from New York State Training School for Boys to Warwick² State Training School for Boys.

Warwick State Training School for Boys at the present time is intended to provide services for thirteen and fourteen year old boys. The school has a housing capacity of approximately five hundred beds, and the average number of boys present in the school at any given time does not vary greatly from the approximate housing capacity.

Warwick State Training School is divided administratively into two divisions: Child Care, which is under the direction of Mr. Sidney Zirin, Assistant Superintendent of the Training School, and Building and Maintenance, under the direction of Mr. Charles Davis, Steward of the Training School. Although the steward's department is concerned chiefly with the maintenance of the physical plant and business management of the institution, it does provide many opportunities for education and treatment. Through its operation of the laundry, bakery and various maintenance and production shops, it provides many meaningful on-the-job work and learning experiences.

The Child Care Division is the responsibility of the Assistant Superintendent, who is a social worker with a specialty in the administration of public agencies. The Child Care Division consists of

¹ Erwin Schepss, "Organization for Treatment" (Warwick, New York 1951).

² Memorandum from State Department of Social Welfare (August 15, 1960).

departments of Education, Social Service, and Home Life.

The Social Service Unit, referred to as "the clinic," is composed of psychiatric, psychological, social work, medical, and clerical staffs. Because of the limited number of clinical personnel - one psychiatrist, two psychologists, and seven social workers - the major emphasis of treatment is upon the program and especially the guided-cottage living program. Also, since the emphasis is toward group living, Warwick has attempted over the years to meet the boys' treatment needs in terms both of programs and of staff and group personalities.¹

The institution has, as does any community, a pattern of life that the delinquent must conform to in order to progress in the institutional program. The dominating factor that influences the conforming nature of the delinquent is that he has become a member of the institutional community by compulsion and not by his own choice. This does not necessarily prevent the delinquent from accepting the situation, but, basically, his first objective is to get out. Some choose to cooperate in retraining and in many cases, a real feeling of having benefitted from the institutional program is acknowledged. However, some experience great difficulty in adjusting themselves to the program, and have to be removed from the normal program and put into a specialized program.

As a living community, the training school provides all the specialized services which any normal community requires: there is a hospital and medical service; a school with remedial services for

1

Interview with Mr. Daniel P. Clarke, (Psychologist, Warwick State Training School, Warwick, New York, October 20, 1960).

those with special problems of retardation; a child guidance clinic with psychiatric, psychological and social work services; programs for work and programs for play; an administrative organization comparable to the City Hall; and, of course, there is a "jail." But the "jail" facility at Warwick is different from that of perhaps any other training school: (1) it is not a place of punishment, (2) only a few of its occupants are offenders against institutional rules, (3) few boys are there longer than a few days. The administrative goal is to keep no boy in this unit longer than twenty four hours. As a matter of fact, it would be better to compare this facility to a community "detention hall." Officially, Warwick calls it the "Transient Unit." Unofficially, it is referred to, by administration and boys, as "T.U."

The unit was begun on November 16, 1955, when, in a clinical meeting, the need for special treatment programs was discussed. The superintendent, Mr. Alfred Cohen, wanted suggestions and recommendations on how to use the sixteen bed "Reception Unit" which would be available for other use when two orientation cottages would take over the reception of new boys. It was agreed that there was a need for a temporary unit to house and handle boys returned from parole and from running away.¹

As a result of this and subsequent meetings, the Reception Unit² was changed on February 3, 1956, to the Transient Unit. This unit had as its specific purposes:

¹
Daniel P. Clarke, "Notes of Meeting of Department of Social Service, (Warwick, New York, November 16, 1955).

²
Assistant Superintendent's Report (March, 1956), p. 1.

1. To provide a place to lodge boys who posed problems of temporary housing.
2. To relieve the infirmity of non-medical and convalescent patients.
3. To provide a holding unit for boys until their cases could be considered in an orderly way.¹

With these purposes in mind, the boys to be housed in the Transient Unit were placed into eight categories:

- A. Boys who are returned because of runaways.
- B. Boys who have difficulty in the program, because of serious behavioral deviation in the program or extreme fearfulness.
- C. Boys who are returned as a result of over-staying when visiting away from the school.
- D. Returned parole violators.
- E. Medically convalescent boys.
- F. Boarders.
- G. Boys awaiting transfer to other institutions.
- H. Boys sent to Transient Unit due to Administrative Order.²

After a fifty eight day trial period of the Transient Unit, the following occurrences were observed. The infirmity was greatly relieved for it no longer had to include an extra program for boys who were not sick enough to be included in the regular infirmity program. Home Life was relieved of having to transfer boys without having the proper time to evaluate the causes of trouble.³

The Transient Unit is a complete housing unit within itself. It has recreation and lounging quarters, a dining hall and living area. It is located on the second floor of the school's administration building. Television, pool table and day benches are provided for the boys in the recreation and lounging areas. The dining hall has a

¹

Ibid.

²

Ibid., p. 2.

³

Conference with Daniel P. Clarke (Warwick, New York, October, 1960).

table arrangement, which is different from any other dining arrangements at the school; the staff members eat with the boys. The living area consists of a sixteen bed unit. Each boy has his own private room.

The Transient Unit is unique to Warwick. The writer has examined the literature on institutional programs for juvenile delinquents and has also conferred with experts in the field, and has not been able to find another program of this nature in other institutions. The reason for this is that the Transient Unit program at Warwick is exclusively for the eight categories of boys mentioned earlier in this paper.

The writer feels that this study may result in uncovering pertinent data that will be of use to the administrative and clinical staffs at Warwick. It is hoped that it will reveal statistical data that may be helpful in finding which category of boys most need Transient Unit services. This study may also serve to suggest ways to improve the Transient Unit.

Purpose of the Study

The purpose of this study is two-fold:

1. To describe the Transient Unit in terms of its impact on the various types of boys serviced.
2. To discover trends in the use of the Transient Unit from 1956 through 1960.

Method of Procedure

To achieve the purposes of this study, the following methods and techniques were used: statistical tabulation of descriptive data through random sampling of every seventh five by eight card

kept on boys admitted to Transient Unit from 1956 to 1960; selection of data from a sub-sample within the major sample using case records, active, parole and discharge files to obtain pertinent information on personality factors of boys termed recidivists to the unit.

Official documents and published literature were surveyed. Interviews with boys and staff were conducted.

In order to provide uniformity of the interviews, two interview guides were used. One guide was for the boys interviewed, and one for the staff. The library study was of limited use, for no published information was available concerning the Transient Unit.

Scope and Limitations

This study describes the Transient Unit in its present use and function in comparison with its originally intended use and function. The study was designed to show the advantages and disadvantages of the Transient Unit as an integral part of the treatment program at Warwick State Training School for Boys.

This study is limited in applicability because of the six month time span of this investigation, the inexperience of the student social work researcher responsible for interviewing and other research mechanics, and the unwillingness of the boys to respond freely in interviews because of their mistrust of adults and authority.

It must also be cautioned that the findings in this study can not be generalized to be true for all juvenile delinquents, but the findings are peculiar only to the Warwick population.

This study was originally intended to include eight categories of boys who were sent to the Transient Unit, however only seven

categories were found to be principal users of the Transient Unit. The main focus of this study was on two categories of boys, Runaways and AWOLs. Material concerning the other six categories is compiled in Chapter V. Bibliographical materials consist largely of interviews with Warwick personnel and official documents pertaining to the Transient Unit.

CHAPTER II

DESCRIPTION OF THE SAMPLE

The sample of this study was taken from the total Transient Unit population beginning at the opening of the unit in February, 1956 through December, 1960. A five-by-eight card is kept on file for each boy admitted to the Transient Unit. These cards contain information such as name, birthdate, date and reason for placement in the Transient Unit, cottage before and after placement, date and signature of worker who interviewed the boy. In preparation for making the study all Transient Unit cards were counted, revealing a total of 1485 cards. Using the method of random sampling, every seventh card was selected, yielding a sample of 213 cards. All desired information was not found on the Transient Unit cards, which made it necessary to refer to other active and inactive files and records on boys to obtain this data. Complete information on four boys could not be located anywhere because their records were misplaced, transferred to another institution along with the boy, or destroyed. Therefore it was necessary to drop them from the sample, leaving a total of 209 boys to be studied.

The following characteristics were selected for study in the sample: race, religion, birthdate, date of admission to the training school, first Transient Unit admission date, cottage placement before/after first Transient Unit experience, reason for placement, the number of days a boy spent in Transient Unit on each admission, and the number of times a boy was admitted to the Transient Unit. A number of tables have been developed throughout this study to

illustrate and depict revealing information and trends concerning the uses made of the Transient Unit and the types of boys serviced by the Unit.

TABLE 1

STUDY SAMPLE OF THE NUMBER OF DAYS
BY THE NUMBER OF TIMES IN TRANSIENT UNIT

Number of Times in Transient Unit	Number of Days in Transient Unit								
	*	0	1-3	4-6	7-9	10-12	13-15	16+	Total
1		27	33	20	14	3	4	5	106
2		1	9	11	14	8	1	5	49
3			1	5	3	4	2	7	22
4 /				1	2	6	3	20	32
Total		28	43	37	33	21	10	37	209

*

Zero days means less than twenty four hours.

Table 1 represents a grand total of the number of days by the number of times a boy was sent to Transient Unit. This table also supports the fact that short term stays in Transient Unit are advocated, as will be illustrated in Chapter 6.

TABLE 2

STUDY SAMPLE BY QUARTER YEAR PLACEMENT
OF BOYS BY CATEGORY TYPES

First T. U. Admission	A	B	C	D	E	F	G	H	Total
April 1956	1	2	1		1				5
July	3	1	9	4	3				20
October	2	1	6	5					14
January 1957	4	0	5	4	2		1		16
April	3	1	5	3	1				13
July	1	0	6	6	1			1	15
October	2	1	1	4	1				9
January 1958	3	1	2	8					14
April	3	2	1	4					10
July	2	2	3	1	2			1	11
October	0	2	0	3			1	1	7
January 1959	2	2	1	2					7
April	1	0	0	0					1
July	0	2	6	2					10
October	2	1	3	4				1	11
January 1960	0	2	6	4				1	13
April	0	1	2	6	2				11
July	1	4	7	2					14
October	2	1	1	3	1				8
Total	32	26	65	65	14		2	5	209

Category Code:

- A - Runaway.
- B - Trouble in Cottage.
- C - AWOL (failure to return from home visit on time).
- D - Returned for violation of parole.
- E - Convalescent (recuperating from hospital).
- F - Boarders.
- G - Awaiting transfer to other institutions.
- H - Boys sent to the Transient Unit due to Administrative Order.

Table 2 reflects the placement of boys in Transient Unit by category over the entire study period. The author wishes to make only two points about this table: (1) Two apparent paradoxes exist in the quarter year placement of these boys. The largest number of

Transient Unit admissions is in July when ordinarily it should be lowest because this is the period when the school population is the lowest. The Transient Unit count is equally high in January when it should be low, again because of the privilege of holiday vacations, for which many boys are eligible. (2) In view of the consistent placement of boys in each quarter period, it seems that the need for Transient Unit exists throughout the year.

TABLE 3
STUDY SAMPLE BY RACE

Race	Number
Negro	108
White	53
Puerto Rican	48
Total	209

Unquestioningly, as Table 3 shows, Negroes make up the dominant group using Transient Unit during the period of this study.

TABLE 4
STUDY SAMPLE BY RELIGION

Religion	Number
Protestant	105
Catholic	103
Jewish	1
Total	209

Only one Jew was found in the sample population and it may be generally deduced that this is true for the total school population. This is attributed to the fact that the Jewish community supports its own private child-care agencies and institutions, not only in and around New York City but throughout the country.

TABLE 5
STUDY SAMPLE BY AGE,
RACE, AND RELIGION

Race	Religion	Age						Total
		12	13	14	15	16	17	
Negro	Protestant	3	11	34	32	9	1	90
	Catholic		3	5	9	1		18
White	Protestant		2	2	6	1		11
	Catholic	1	2	16	18	3	1	41
	Jewish			1				1
Puerto Rican	Protestant	1		1	2			4
	Catholic	1	9	15	16	2	1	44
Total		6	27	74	83	16	3	209

Table 5 illustrates the composition of the sample by age, race, and religion. Again the Negro Protestant group greatly out-numbers other racial-religious groups. White Catholics and Puerto Rican Catholics are practically evenly divided by religious representation.

Classification of Boys

A sub-sample of forty six boys was selected from the major sample for additional study in order to better determine the effective use of the Transient Unit for the boy who was emotionally deprived and who suffered deep-seated emotional problems. These boys were divided into two groups - boys who were in the Transient Unit zero days but only one time and boys who were there four or

more times. Twenty one boys were found in the former group and twenty five in the latter. However, it was necessary to drop fourteen boys from the sub-sample due to insufficient information in their records, or inability to locate the records. Items of personality classification, full scale I.Q. , height, and weight were studied in the sub-sample group. These factors make a better composite picture of the personality of boys who are sent to the Transient Unit. Comparisons of certain basic personality factors are also indicated in this group.

At Warwick, all boys are classified by personality type. This classification was developed some time ago by the Psychiatric Department. It is used at the time of the boy's Case Conference, about twelve weeks after his admission to the school. A description of this classification follows, in order to acquaint the reader with the meaningfulness of the different personality traits of the boys.

1. Asocial - (Psychopathic personality) Boys in this group can not relate to anyone else meaningfully and feel no guilt about their crimes. This type of boy does not seem to learn from experience since he continues to repeat his crimes.

2. Medical - A true medical problem is primary and the boy's acting-out is a resulting issue, because he is striving for recognition in his peer group and will commit delinquent acts to gain this recognition.

3. Personality - (A "waste basket" type of classification) Boys with all kinds of deviations from normally accepted behavior are included in this group. Their delinquent acts usually stem from some deep-seated emotional problem. The insecure frightened child

who has experienced many conflicts as a result of rejection, frustration and abandonment is typical of this group.

4. Pseudo-social - This classification most adequately describes the typical gang boy whose loyalties center upon the group rather than himself. This loyal attitude is a good sign of growing up because the boy does experience guilt feelings as a result of violation of gang standards.

5. Situational - Boys in this group are essentially normal with no deep-seated personality problems. Their delinquencies are basically due to bad association, trouble at school, in the family, the community,
1
etc.

During the course of this study sixteen boys were interviewed within four days following their release from the Transient Unit. These interviews were conducted in an effort to determine their attitude toward the Transient Unit experience. This interview material will be used throughout the text of the thesis whenever it is deemed appropriate. However, it was mainly used in Chapter VI, where an evaluation of Transient Unit by staff and boys is made. Administration and key staff were interviewed in order to determine background and trends of the Transient Unit.

CHAPTER III

RUNAWAYS

TABLE 6

STUDY SAMPLE OF RUNAWAYS, 1956 - 1960

Year	Number
1956	198
1957	177
1958	104
1959	44
1960	55
Total	578

Table 6 shows the total picture of Warwick's runaways for the five year period. These statistics were obtained from the Superintendent's personal statistical report rather than the sample of the study.

One of the problems frequently facing an open training school program such as is offered at Warwick is the boy who runs away from the institution. "Generally, a training school runaway is considered as one who intends to truant from the institution and actually leaves the physical custody and control of the institution, regardless of how long he may be absent without permission. In this definition, intent is recognized as of equal importance with the actual running

¹
away. Boys at Warwick are sent to the Transient Unit either for attempting to run away or if they are reported by other boys for planning to run away. However, some variation does exist in the definition of a runaway and in the interpretation of this act by training school personnel. For instance, at Warwick "roaming" is a frequently applied term to situations involving boys who are absent from the institution for brief periods but are returned within a matter of hours.

Since these boys are confined against their will in the first place, it is no wonder that training schools would be faced with the problem of runaways. Furthermore, this type of misbehavior indicates something is wrong with either the child himself or the program offered. It is not necessarily a reflection on the type of treatment program offered but it indicates that the boy who runs away represents a group that is in special need of study and understanding.³

Some children are repeated runaways regardless of the School's program. Such children may not be able to profit from an open institutional program. For them a special type of program must be offered even beyond that of study and understanding. Rather the boy must be placed temporarily in a physically secure room or facility under strict supervision where he can be more conveniently exposed to the professional skills of the clinical staff, thereby receiving the

¹
Children's Bureau, United States Department of Health, Education, and Welfare, op. cit. , p. 109.

²
Ibid.

³
Ibid. , p. 102.

most effective supervision the School can afford him.

The Transient Unit at Warwick is located on the second floor in the same building as the clinical staff. Runaways along with some other boys are automatic admissions to this unit. A set of rules and regulations governing admission procedure quoted verbatim here is self-explanatory and exemplifies the precaution taken by the School for the protection of boys and staff when a boy is returned from unknown outside community contacts.

1. The person who enters the boy into Unit is to sign him in.
2. Admission card for each boy entered to be filled out immediately by staff on duty when boy is admitted.
3. The time of admission and name of person bringing boy to be noted on this card.
4. Every boy admitted to be given a complete shake down immediately upon arrival.
5. If boy is wearing personal clothes, they are to be replaced by an issue of state clothing. His personal clothing is to be inventoried and locked in linen room until boy is discharged from the Unit.
6. Returned runaways, parole violation, etc. to be showered as soon as possible after admittance.
7. Secure as much information as possible concerning each boy admitted from person admitting boy, area man anyone, if necessary. This information to be used for security measures type of program best suited for each boy and work assignment within the Unit program. Notify the clinic whenever a boy is admitted and contact the social worker who comes to interview him.¹

1

The social worker sees the boy as soon as possible upon his apprehension and admission to the Transient Unit. He is also seen at least once a day there after during his stay at the Transient Unit, and as many additional times during this period as the need indicates. The Transient Unit experience is not looked upon as a punishment, but, certainly, the boy is physically segregated and denied participation in the School's regular program. This type of segregation or restriction may be or could be viewed as punishment with therapeutic value because it does limit his freedom, but at the same time places the youngster in a better position for the caseworker to interview him. The worker's responsibility to the runaway boy is to find out why he ran away, not only because this type of problem or misbehavior is undesirable to the Training School, but it may be the indication of a deeper personal problem such as illness, pressure in the cottage, unhappiness, etc. This does not rule out the possibility of the School continually re-examining and evaluating its requirements or policy governing rules and regulations. Slavson describes "administration rigidity" under the guise of spotless floors and shining kitchens and bedrooms as taking precedence over the emotional orderliness and mental health of the resident.¹ While physical order and administrative routine necessarily constitute fundamental backgrounds of healthy living, if efficiency and conformity get to be the prime factor in the boy's rehabilitation, stress and conflict result. Many boys will take the easy way out and run away from it all.

The reasons why boys ran away from Warwick, 1956 through 1960

¹
S.R. Slavson, Re-educating the Delinquent. (New York, 1954), p.99.

were not explored. However the following table reveals significant indices about these runaway boys by race and age.

TABLE 7
RUNAWAYS IN STUDY SAMPLE 1956 - 1960 AGE AND RACE

Age	Negro	White	Puerto Rican	Total
12	2	1		3
13	3	1	4	8
14	8	6	4	18
15	2	11	4	17
16	3	2		5
17		1		1
Total	18	22	12	52

In comparison with the total sample, these figures present a revealing aspect of runaway boys by race. Of the 108 Negro boys in the total sample, only sixteen per cent were Runaways. Of the fifty two whites in the total sample forty per cent were Runaways. Twenty seven per cent of the forty eight Puerto Ricans in the total sample were Runaways. Fifty two boys out of 209 does not seem particularly significant in relation to the total sample, but looking at the number of Runaways classified by race, a more significant conclusion is drawn. Only a very small percentage of Negroes are Runaways while about fifty per cent of the Runaways are white.

The mean age for the runaway boy is fourteen. These averages by race are: Negroes 14.05, whites 14.59 and Puerto Ricans 13.83. The

consistency of the age factor may be due to the fact that Warwick was originally intended to accept thirteen and fourteen year olds and some immature fifteen year olds but in late 1957, accepted some twelve year olds when Highland,¹ a training school for younger delinquents, became full.

TABLE 8

SAMPLE STUDY OF THE NUMBER OF TIMES
"A" BOYS WERE SENT TO TRANSIENT UNIT

Times in Transient Unit				Total
1	2	3	4	
35	10	4	3	52

TABLE 9

SAMPLE STUDY OF THE NUMBER OF DAYS
"A" BOYS SPENT IN TRANSIENT UNIT

Number of Days	Number of Boys
0	11
1 - 3	13
4 - 6	12
7 - 9	6
10 - 12	1
13 - 15	
16 ¹ / ₂	9
Total	52

¹
Alfred J. Kahn, "When Children Must Be Committed: Proposals for Diversified System of Facilities" (New York, 1960), p. 27.

Recidivism among runaways does not seem to be a great problem at Warwick, as Table 8 reveals. The great number of these boys run one time and less than one-half have subsequent re-admission for this violation.

Earlier in this chapter, it was pointed out that Runaways are in need of special study and understanding. This would indicate the focus for Social Service treatment during a boy's stay in the Transient Unit. Table 9 indicates however, that most boys spend between zero to six days or less than a week for their runaway experiences. One might obviously wonder then whether this is enough time for the treatment focus needed in runaway cases.

When a boy runs away there is some indication that he is not comfortable with his cottage placement. A count was taken from the sample regarding cottage placement before and after his Transient Unit experience. This count showed: (1) Thirty-seven boys returned to the same cottage but twenty four of the thirty-seven had subsequent Transient Unit admissions. The remaining twelve had only one stay in Transient Unit; (2) Fifteen boys out of fifty two were sent to different cottages after their release from Transient Unit. Fourteen of this number had subsequent Transient Unit admissions. The remaining one had only one Transient Unit experience. In sum thirty nine boys out of the fifty two had subsequent Transient Unit experiences for running away. These thirty nine boys had sixty three Transient Unit admissions for other reasons as Table 10 indicates. Implicit in this is that more attention should be given to cottage placement rather than making hasty returns to the cottages.

TABLE 10

SAMPLE STUDY OF OTHER TRANSIENT UNIT ADMISSIONS FOR "A" BOYS

Times in Transient Unit	B	C	D	E	F	G	H	Total
1	8	13	18	3		1	5	48
2	3	7	3				1	14
3								
4 /	1							1
Total	12	20	21	3		1	6	63

Table 10 gives a much clearer picture of the number of other Transient Unit experiences of runaway boys in addition to the categorical types for these admissions. This seems to say that "A" boys who could not solve their problems by running away at first did resort to other means in an attempt to obtain a resolution. A gap is indicated here between the boy's attempt to solve his problem and the help the School is offering. Otherwise he would not be so very much on his own in his search for answers.

CHAPTER IV

AWOLS OR STAYDOWNS

TABLE 11

STUDY SAMPLES OF AWOLS, 1956 - 1960

Year	Total
1956	287
1957	227
1958	235
1959	198
1960	214
Total	1261

The race factor as outlined in this Chapter possibly explains the high rate of AWOLs. It is to be remembered also that one race includes over half the total sample. Table 11 further illustrates that AWOLs have always been a large problem at the Institution.

Most youngsters in a training school have been adjudicated juvenile delinquents and have been committed in order to teach them to live in a more socially acceptable manner than what their pasts have indicated. For this reason, contact with the outside world should not only be encouraged but involved actively in the treatment plan not only to prepare a youngster for return to

community living, but also to help him make satisfactory life
¹
 adjustments.

Home visiting for weekends and special holidays is a privilege that a boy may earn after he has been in the Warwick Training School for a period of four months. A boy is usually eligible for his first home visit after he has been at Warwick for four months. Then a second visit is scheduled for two months later. If these two visits are satisfactory - there is no complaint from relatives or persons with whom the child was visiting - he can visit every three weeks thereafter. Visiting, as one can see, is then, an honor privilege and the boys are on their honor to return on time. All too often, however, a boy yields to temptation and refuses to return to the Training School. Sometimes a boy may have a legitimate excuse as to why he returns late, such as missing the bus, getting lost, lack of carfare, illness in the family, etc. But for whatever reason if the boy returns late he is sent to Transient Unit immediately upon his return.

TABLE 12

SAMPLE STUDY OF AWOLS BY AGE AND RACE

Age	Negro	White	Puerto Rican	Total
12	2			2
13	7	1	2	10
14	18	6	7	31
15	15	8	14	37
16	9	1	2	12
17	1			1
Total	52	16	25	93

¹Children's Bureau, United States Department of Health, Education and Welfare, op. cit., p. 83.

One of the biggest problems among boys at Warwick is that of AWOLs - as Table 11 and Table 12 show. A total of ninety three out of 209 fall in this category. According to racial composition, fifty three Negroes, sixteen whites and twenty five Puerto Ricans were AWOL. Out of 108 Negroes in the sample forty eight per cent were AWOLs. A much smaller percentage is noted in the white population - only thirty per cent out of fifty two were AWOLs. The Puerto Rican population maintains an even number in relation to the total sample population and the total AWOL population. This group ranks second in the total sample group but is high in regard to the Puerto Rican population. Out of forty eight Puerto Ricans, fifty two per cent or more than half were AWOL. Since Negroes and Puerto Ricans constitute the predominate AWOL category, indications are they prefer to resist regulations in a relatively passive way. Both Runaways and AWOLs apparently are avoiding something rather than trying to work through with it, and it is interesting to note how one racial group handles the same thing in a different way as compared with another.

In Table 12, an unexpected differential in age is noted. The mean age for Negroes is 12.55 compared to 14.53 for whites and 14.64 for Puerto Ricans. The mean age for all AWOLs is 14.53. This raises the questions: Is the School offering this age group the type of treatment they need? Are boys more rebellious at this age level? or Should the School re-evaluate its program in terms of need and interest for age levels of its racial groups?

TABLE 13

SAMPLE STUDY OF THE NUMBER OF DAYS "C" BOYS SPENT IN TRANSIENT UNIT

Number of Days	Number
0	33
1 - 3	33
4 - 6	9
7 - 9	9
10 - 12	5
13 - 15	
16 /	4
Total	93

TABLE 14

SAMPLE STUDY OF THE NUMBER OF TIMES "C" BOYS WERE SENT TO TRANSIENT UNIT

Times in Transient Unit				Total
1	2	3	4 /	
74	16	2	1	93

Tables 13 and 14 offer a positive view of the use of the Transient Unit by AWOL boys in contrast to other findings in this Chapter. Table 13 shows that sixty six boys spent zero to three days in the

Transient Unit, with the balance of twenty seven spending four to sixteen days. Again this indicates the emphasis on speedy return to the cottage. In addition to this, the majority of boys only had one Transient Unit experience. It would seem then that although the AWOL's stay is short, he does not tend to be a frequent user of the Transient Unit. Perhaps a boy was tempted to stay down more than the once. As stated earlier, many boys have legitimate excuses for being late and are excused. Nevertheless they are considered AWOL upon their return to the School and are sent to the Transient Unit if only for a few hours. Due to the low rate of recidivism among AWOLs, one may consider the real need of the Transient Unit for this category also.

TABLE 15

SAMPLE STUDY OF THE NUMBER OF OTHER ADMISSIONS FOR "C" BOYS

Times in Transient Unit	A	B	D	E	F	G	H	Total
1	13	14	28	6		1	7	69
2	4	2	4				1	11
3	3							3
4 /	1	1						2
Total	21	17	32	6		1	8	85

The number of Transient Unit experiences for AWOL boys is large, as this group is one of the major users of the Transient Unit. However, as Table 15 illustrates, their admission for other reasons is relatively small. From this, it may logically be deduced that Transient Unit experience is adequately helping the AWOL boy to make his adjustment

to the School. It is to be remembered also that boys are granted home visiting privileges on a staggered basis. If all goes well on the first two visits, a boy is permitted to visit every three weeks thereafter. No conclusions were drawn from this study but it would be interesting to note after which visit most staydowns occurred.

CHAPTER V

OTHER CATEGORIES

This study thus far has focused on two major categories of boys who are serviced by Transient Unit. Attention is now shifted to the other six categories. In actuality, only five other categories are included because one category was excluded entirely from the study. First because this category no longer exists and secondly, because not one boy of this group was picked up in the sample. This category, known as Boarders, included boys who fitted into the regular 8 A.M. to 5 P.M. program but had no specific cottage assignment. Boarders were included in the original users of Transient Unit but were discontinued or handled in some other way.

A third category is Convalescents. These boys are medically restricted from the regular program. Their medical handicaps do not permit them to participate in the regular program but they are also too active for the hospital program. Convalescents were sent to Transient Unit instead of remaining in the hospital mainly by request of the nursing staff. A convalescent boy attacked one of the night nurses so it was decided to place these boys in a more structured environment where they would be afforded male supervision and more recreational area.

In the total sample of 209 boys, only nineteen were categorized as Convalescent. Only one out of nineteen was in Transient Unit for a second time for this same problem. The majority of eighteen was there only one time. Convalescents spent a fairly even range of days in Transient Unit, from zero to sixteen plus days.

Boys awaiting transfer to other institutions, agencies or return to court make up the fourth category. This is self-explanatory; a plan has been made to transfer the youngster to some other place, so he is merely retained in Transient Unit until the transfer can be effected.

Only three boys of this category were included in the total sample. However, these boys, like convalescents, spent time from the lowest number of days to the highest.

At times a boy may be admitted to Transient Unit by direct order of the Superintendent, Assistant Superintendent, or Director of Home Life. Other times he may be admitted automatically, because of some violation of school policy or other reasons which are not covered in any other specific category. For example, a boy may return from a home visit intoxicated or a new boy may be received on transfer from another institution. Boys admitted to the Transient Unit for such reasons as given above are there due to Administrative Order. This category was not included in the original users of Transient Unit, but was added after June, 1957.

This Administrative Order group, like the other two groups, is among the minority users of the Transient Unit. Only nineteen boys were included here out of a total sample of 209 boys. Sixteen of these boys were in the Transient Unit one time and three were there a second time. While this group is divided between the boy and administration as to his responsibility for being in Transient Unit, it is interesting to note that the count is still relatively small in comparison to the whole sample or even in comparison with the four major categories.

The latter statement with reference to major categories completes the study of boys by categorical type except for return violators and trouble in the cottage, two of the four major categories. The writer refrained from giving a detailed accounting of these categories because this study was done jointly with Henry P. Jones, and major emphasis was given in his study to these two categories. The reader is therefore referred to Mr. Jones' study for a complete resume' on¹ the above mentioned categories.

It may be concluded from the above findings that the needs of categories E., G., and H. are apparently, adequately met by the Transient Unit. Recidivism in these categories was extremely low but this was possibly due to the type of problem experienced in these categories. It is probable that these are the types of problems that do not lend themselves to major recidivism.

¹ Henry P. Jones, "A Description of the Transient Unit of the Warwick State Training School for Boys," Unpublished Master's Thesis, Atlanta University, Atlanta, Georgia, June, 1961, pp. 19-28.

CHAPTER VI

EVALUATION OF THE TRANSIENT UNIT

While the major focus of this study has been on the types of boys who use the Transient Unit, it is essential for one to know something about the effectiveness of this Unit as indicated by the persons who use it and the persons who are responsible for its being and its operation. Although the most logical source for evaluating the Unit would be the administrative staff and/or other resource persons, their views alone would not be sufficient to evaluate the effectiveness in a broad sense. Therefore, it was necessary to include interviews with the boys in order to elicit their attitude toward the Transient Unit experience.

Two standard interview guides were used.¹ One guide was used to interview staff about background and trends of the Transient Unit program and the other guide was used to interview boys and to elicit their attitude toward the Transient Unit experience. The interview guides were loosely constructed in order to permit interviewees full freedom in their discussions or descriptions of the Unit. No questions were asked which would entail mechanical responses of "yes" and "no" because as full and varied responses as possible were sought. Both staff and boys were asked for their opinions concerning how the Transient Unit program could be improved.

Interviews were conducted with five resource persons and/or staff members, all of whom were employed at the Training School when the

¹

See Appendix, pp. 51-52.

Transient Unit was opened except one, the Director of Social Service, Mr. E.P. Norris. Others included Mr. Alfred Cohen, Superintendent of the Training School, Mr. Sidney Zirin, Assistant Superintendent, Dr. I. Knapp, School Psychiatrist, and Mr. J. Scotto, senior man in charge of Transient Unit. Interviews were held with sixteen boys¹ within four days following their release from Transient Unit. Not all categories of boys were represented in this group because of the limited categorical types of boys placed in the Unit during the two-week study period. Interviewing of staff is summarized in the first part of this chapter and interviewing of boys in the second part.

Staff

All of the persons interviewed agreed that Transient Unit is designed to temporarily house boys who could not be placed or remain in the regular program. This arrangement permits non-punitive handling of a boy's problem which the cottage cannot always give at the time needed, and it provides relaxation during a boy's period of stress. This consideration was in the thinking of persons who created Transient Unit. It is not and never was intended as a disciplinary unit. Originally Transient Unit accepted runaways and convalescents. Later on, boys experiencing other types of problems were added to the Transient Unit list. The category of Boarders was dropped some time ago, so there are now seven categories serviced by the Unit.

The staff is concerned because Transient Unit has become a "catch-all" or "dumping ground" for the boys, sometimes with no

1

This was the total number of boys released from Transient Unit during the two-week study period.

basis for their placement. Whatever problem comes up, no matter how minor, if it suits the whims of the cottage staff or the boy's supervisor, he can be sent to Transient Unit. For instance, if one boy reports another for planning to run away, the latter is sent to Transient Unit. Thus Transient Unit is sometimes misguided and misused. Boys also use the Transient Unit unwisely as a refuge. On the other hand, the program of the institution is served advantageously by the Transient Unit. The general staff feels the pressure from disturbed boys, and the Transient Unit offers a removal from the point of conflict at that time, thereby creating less confusion and less irritation in trying situations. Placing a boy in the Transient Unit "helps keep blood pressures down", and serves as a preventive measure. Both boys and staff must be protected from a boy's disturbance or acting-out in the cottage. Additionally, there are some boys who are untreatable or "unreachable" in the regular program, and they are held over in the Transient Unit pending a transfer plan. Also, convalescents do not slow the regular program down if they are in Transient Unit. Some staff members question the appropriateness of placing convalescents in Transient Unit rather than in the infirmary. The description of the convalescent category as set forth on page thirty three explains why retention of these boys in the infirmary does not seem feasible. *

Dr. Knapp feels that the Transient Unit supports the program of the School as indicated above, but he does not see Transient Unit as being supported by the rest of the School. He sees the Transient Unit as being somewhat removed from the overall school program. It bears

* See page 33, Chapter V, Other Categories.

no relationship to the rest of the program due to (1) the lack of programming, (2) no planned activities for the boys, and (3) the fact that they are kept there too long with nothing to do. However, the consensus of opinion was one of dissatisfaction with the unit and the lack of programming there. Several suggestions, set forth later in this chapter, were made as to how the Transient Unit could be improved.

Short term contact is strongly emphasized in the Transient Unit placement. Yet, foremost in the thinking for the boys' welfare is that Transient Unit placement contains him nearer to the clinic where he can and must be seen by the worker daily or as often as the need is indicated. The fact that the boy has violated some policy is indicative that he is experiencing a problem and is in need of intensive casework help, study and treatment. Mr. Norris expressed considerable concern about the placement of a boy without due planning regarding the length of time he is to spend in the Unit and how he is to be engaged while there. The implication here was that the length of stay is not important, but what does the clinic offer the boy while he is in Transient Unit? This Unit is under the auspices of Home Life and not Social Service. Therefore, the operation of the Transient Unit is not as structured as the advocates of clinic would have it be. Mr. Norris saw the Transient Unit as having the makings for a special study-unit facility. Since the most disturbed boys are contained in the Transient Unit, this would be the most logical place to concentrate on the treatment of special institutional problems. Mr. Scotto felt that the Transient Unit is therapeutically focused

now, because Social Service contacts are stressed and required in comparison with previous practice here. Mr. Zirin disagrees with this. He says there is no therapy in the Transient Unit, and that therapy would be difficult to achieve because the emphasis is on turnover of boys.

Interestingly, there are two opinions concerning the need for and/or use of the Transient Unit at this point from administrative view points. Mr. Cohen stated that the School will always need a type of unit such as the Transient Unit, because the types of problems handled through the Transient Unit will always exist in the School. However, he feels that smaller cottage groups and more workers who could help the boys more in the regular program would help reduce some of the problems experienced by the boys. Mr. Zirin advocated elimination of the Transient Unit altogether. He considers this possible through a combination of (1) better selection of the type of boys sent to the Training School, (2) better selection of personnel to work with the boys, and (3) a smaller school population. If these objectives were achieved, the cottages would be in a better position to handle their own problems.

Basically, administration was not satisfied with the functioning of the Transient Unit as it existed at the time of the study. It was seen as a necessary control instrument. There were some differences of opinion as to the end the Unit served, but positive thinking around the potentiality of this was expressed. Many suggestions were advanced regarding improvement in the Unit: (1) more social service contacts with the boys, (2) having a group therapist plan and conduct a program in line with short term stays or rapid turnover in boys

admitted to the Transient Unit, (3) an established activity and/or crafts program, (4) a library, (5) more outside contacts for the boys for recreation and fresh air as well as detail assignments, (6) better qualified or trained staff to work in the Transient Unit, (7) sponsors or volunteers to come in and relieve the regular cottage staff and give extra and varied programming to the boys, (8) proper orientation to the present staff as to the purposes of the Transient Unit, (9) detailed written reports on reasons for boys' placement in the Transient Unit, (10) consultation with social service prior to boys' commitment to the Transient Unit, and (11) putting the supervision of the Transient Unit under the Social Service Department.

Boys

During a two-week study period, twenty two boys were interviewed. They were asked why they were sent to the Transient Unit for two reasons: (1) to ascertain their categorioal type and (2) to obtain their interpretation on why they were sent to the Transient Unit. Approximately ninety per cent of the boys seemed sincere in discussing their placement and accepted responsibility for it. The others expressed confusion and disagreement about their placement.

All the boys seemed satisfied with the Transient Unit experience as a whole. However, they did voice varying issues of disagreement about what they liked or did not like while in the Transient Unit. While the boys understood that the Transient Unit does not operate on the same type of program as the cottages, they frequently compared the likenesses or differences of the work and recreational programs. Very few boys complained about the limited Transient Unit program,

but instead fifteen were happy that there was so little work to do. They had more smoking privileges, and they could sleep late in the mornings. It is a well known fact among the boys that they do not go outside when they are in the Transient Unit. However, only three of the twenty two boys did indicate a desire for some outside activities.

Depending upon the nature of the experience, indications are that boys frequently are not told that they are going to the Transient Unit. This fact was borne out in interviews with the twenty two boys as well as in discussions with staff about boys who are sent to the Transient Unit and particularly boys who are awaiting transfer. The reason for this was not determined, but the obvious deduction is that a boy may become violent and put up strong resistance if told in advance that he is going to the Transient Unit. Implicit in this is the lack of involvement of the boy in the total responsibility for his behavior. For instance, the theory was advanced by the Social Service Director, that worker, boy, and staff member involved in the incident should get together before the Transient Unit placement is considered, if this is possible. Perhaps, in this way, the problem could be resolved without having the boy removed from the regular program after all.

The theory behind the creation of the Transient Unit was that it is not and never has been a disciplinary unit, but in the minds of most boys going to Transient Unit, it is looked upon as a punishment. Many staff members see this the same way. It would seem then that the purpose of the Transient Unit needs to be re-interpreted not only to the staff but to boys as well. This should be particularly true

if the boy is to look upon the Transient Unit stay as a helpful experience, so that he can use it favorably in the resolution of his problem. The clinic is very actively involved with boys during their stay in Transient Unit. But the clinic would do well to re-evaluate their purpose here in the eyes of the boys. Do they see regular clinic contacts here as merely routine and with more concentration on his acting-out at the moment because there was a problem and naturally the School would give it attention rather than the basic reason why he acted out? Since speedy return to the cottages is emphasized, there could hardly be the focus on the boy's problem that Transient Unit might offer if more consideration were given to the study of his problem rather than his length of stay. Boys, staff, clinic and everyone get wrought up over getting the boy out of Transient Unit, and only surface exploration of the boy's problem is done, because he is absorbed again into the large caseload of the worker once more when he returns to the cottage, and he is forgotten until another incident occurs. This indicates the need to rethink the purposes of the Unit and to give more consideration to the reasons why a boy did the thing he did.

There were a few boys who expressed gratitude about the Transient Unit experience. They said it gave them time to think about themselves, and this created uncertainty about something they were definite about before, which was an infraction of the rules. For instance, two boys, R.C. and N.L., had cut out the screens of their rooms. On an appropriate night, they planned to push the windows out, sneak out of their rooms, steal an automobile and run away. Before they could get away, this plan was discovered. Both boys were

immediately sent to Transient Unit. They agreed that Transient Unit was helpful, because they remembered the judge had admonished them in court not to violate the rules of the School, or they would be taken away from the Training School and transferred to a reformatory. Apparently the Judge was very firm with these boys because of the serious nature of their delinquent acts. They were under the legal age to go to the reformatory at the time of this commitment, but if circumstances warranted such action, the possibility of reform school would be considered. While the boys stated that their stay in Transient Unit gave them time to think and change their mind about running away, mere detention alone did not resolve this problem, but Social Service provided casework services, counselling and guidance, offering alternative resolutions to their problem.

CHAPTER VII

INTERPRETATION AND FINDINGS

This study was undertaken to show the uses of Transient Unit by eight categories of boys, but only four categories were found to be principally serviced by the Unit. Chapters III, IV, and V reflect the uses made of Transient Unit by these categories. This study also explored historical background and trends of the Unit as revealed in Chapters I and VI.

Findings of this study revealed that running away was one of the four major problems experienced by boys in the Training School. The study did not lend itself to a determination of why the boys ran but focused on the relationship of the Transient Unit experience to this problem. The smallest group of the four major categories is the Runaway. The majority of these boys were in Transient Unit only one time for running away but had frequent subsequent Transient Unit experiences for other reasons. In fact, Runaway boys had sixty three re-admissions for other reasons but only fifty two original admissions for running away. This would seem to indicate the boy chose other devious means of handling his problems. While most boys spent from zero to six days for this offense, there was some apparent indication that his problem was not solved within this period of time in his original stay in Transient Unit. Because of the excessive rate of recidivism among Runaways, although for other reasons, obviously there was a lack of special study and understanding which was required here. The fact that a minority population at the School constitutes the majority of Runaways definitely indicates the need for close

exploration by the School.

AWOLs were representative of a much larger group serviced by the Transient Unit than Runaways. However, the recidivist problem of AWOLs was not as great in comparison to that of Runaways. For the most part, the Transient Unit experience appeared to be effective for the AWOL category. Seemingly, the main significance of this category was from a racial angle. An extremely high percentage of Negroes constitute the AWOL category. Obviously, becoming AWOL was a means of escape from the Training School as running away was for the Runaway. This gave some indication of how the two races of boys tended to handle similar problems in different ways, however, the basic relationship of escape remained the same. Both groups were seeking to avoid something rather than face up to it; otherwise there seemed to be no particular correlation between these two categories from the data collected for this study.

Trouble in the Cottage and Parole Violators made up the third and fourth major categories of boys serviced by the Transient Unit. Short stays and low recidivism were outstanding characteristics of these two groups for their particular offenses.¹ However, Cottage Trouble-makers did experience numerous subsequent Transient Unit experiences for other reasons while Parole Violators did not. The short stays and low recidivism indicated generally that Transient Unit was merely an automatic machine for these two groups and served little purpose beyond temporary detention for their violations. This inference was

¹
Henry P. Jones, op. cit. , p. 48.

drawn rather than placing the responsibility with the effectiveness of clinical treatment because boys were detained in Transient Unit for such short periods.

A striking comparison was noted between Parole Violators and AWOLs; both groups of boys experienced difficulty while they were legitimately absent from the Training School.

The findings from this study indicated that of the four major categories, Runaways and Trouble in the Cottage, were in greatest need of the Transient Unit. However, the mere detention of these boys did not appear to serve their purpose because the recidivism rate was high not only for subsequent re-admissions due to the same violation but for other categories as well. This suggests that short-term stays were not the key to the resolution of their problems but that more attention should have been focused on the diagnosis and treatment of these types of problems than apparently was given. The racial factor likewise indicated reason for particular study. The Negro was the predominant group population-wise at the School, the majority users of the Transient Unit and led in the four major categories except Runaways. Two considerations were drawn from this conclusion; (1) What of the possibility of ill treatment attributable to a high rate of recidivism rather than the majority population? and (2) Could the problems of the Negro arise as an expression of smoldering hostility of a minority group carried over from his life's experiences?

TABLE 16.

SUB SAMPLE STUDY OF MEAN CHARACTERISTICS OF RUNAWAYS,
TROUBLE IN THE COTTAGE, AWOLS AND PAROLE VIOLATORS

Category	Age	Height	Weight	I.Q.
A	14. 2	63.8	118 5/4	79
B	15. 4	62.2	102	82
C	15. 3	65.9	126	87.3
D	14. 9	61.9	102	84

A sub sample of the four major categories, as indicated in Table 16, revealed interesting factors. Size was apparently significant in the types of boys who belonged to a particular category. The youthful borderline defective was unlikely to endure the strain of cottage pressure or other problems and would take the easy way out and run away. The older, but smaller, borderline defective, showed strong aggressive tendencies in order to compensate for his size. He was out constantly to prove himself among his peers and therefore experienced considerable conflict in the cottage. Other larger, mature type boys of low average intelligence would probably rationalize more in yielding to temptation not to return to the Training School on time or involving themselves in difficulty while they were out on parole.

Fourteen boys were included in the sub sample Runaway category. Ten were classified as Personality, one as Situational, and three were unclassified. In an interview with Dr. Knapp, he explained that

the majority of boys at Warwick were classified in the Personality classification. Since this classification of boys was frequently in the Transient Unit, concern about the effectiveness of the use of the Unit should necessarily be considered in meeting the needs of the boys.

Sixteen boys were included in the sub sample of AWOLs. Six were classified as Pseudo-Social, seven as Personality, two as Situational, and one as Medical. Since the majority of the AWOL boys were Negro and Puerto Rican, some index to background and personality development was indicated. The Pseudo-Social is a gang type boy and has strong loyalties to his group. Therefore persuasion by his peers to remain in the city might have strongly influenced his decision not to return to the Training School on time. Personality classification types also predominate in the AWOL category.

Obviously, the Transient Unit serves the needs of Convalescents, Boys awaiting Transfer and Administrative Order. This of course might have been easily attributed to the reasons why these boys were admitted to the Transient Unit in the first place. On a whole, these were not wilful violations by the boy but categories created by the School to help the overall School program in general. Their stays in the Transient Unit were relatively short and recidivism was practically nil.

In Chapter VI, an evaluation of the Transient Unit by staff and boys was presented. Interviews with these persons on a whole indicated a need for improvement in the Unit. The staff was able to verbalize a need for improvement in the programming of the Unit. Some of the boys verbalized this but more implied it in stating what

they felt was needed for their comfort during detention there. There were conflicting views among the staff as to the need and/or improvement of the Transient Unit. All felt it should be improved particularly in what it offers other than detention. Staff were able to note a forward step in the handling of boys in the Transient Unit. At one time boys were locked in security rooms if the need so warranted it. But this practice no longer exists. Rather, the success in the Transient Unit was seen to exist in the continuous exercising of sound judgment, patience and understanding in the supervision there because of the constantly changing, mixed group including runaways, staydowns, parole violators and some of the most seriously disturbed boys at the School.

The conclusion drawn regarding historical trend of the Transient Unit was that it was the same as it always had been, "a unit to house transients with all sorts of problems and needs that require the best efforts of all staff involved to assure the continual successful¹ operation of the Unit. There has been some modification in the inside operation of the Unit and it has the potential of greater and more progressive changes. A greater concentration of social services would enhance continual progressive effectiveness of the Transient Unit.

¹

Manual of Operations, op. cit.

APPENDIXES

- A. INTERVIEW GUIDE FOR STAFF REGARDING TRANSIENT UNIT**
- B. INTERVIEW GUIDE FOR BOYS REGARDING THEIR PLACEMENT
IN THE TRANSIENT UNIT**

INTERVIEW GUIDE FOR STAFF REGARDING TRANSIENT UNIT

1. What is the purpose of the Transient Unit?
2. What was the original purpose supposed to be?
3. How did it work?
4. Has the purpose been changed? If so, why?
5. How well does the program implement this purpose presently?
6. Is there a need for modifying the purpose in terms of current institutional situations?
 - A. Major Advantage
 - B. Major Disadvantage
7. From your point of view, how could the program be improved?

INTERVIEW GUIDE
FOR BOYS
REGARDING THEIR PLACEMENT
IN THE TRANSIENT UNIT

Name

Date

1. Why were you sent to the Transient Unit?
2. How did you feel when you were told you were going to the Transient Unit?
3. How were you treated by the staff in the Transient Unit?
4. Was your stay in the Transient Unit too long or too short? why?
5. What's good (or bad) about the Transient Unit?
6. How do you feel about your Transient Unit experience?
7. How did you feel when you were told you would be leaving the Transient Unit?

BIBLIOGRAPHY

Books

- Barron, Milton L. The Juvenile in Delinquent Society. New York: Alfred A. Knoff, 1956.
- Deutsch, Albert, Our Rejected Children. Boston: Little, Brown and Company, 1950.
- Fredericksen, Hazel. The Child and His Welfare. San Francisco: W.H. Freeman and Company, 1957.
- Rubin, Sol. Crime and Juvenile Society. New York: Oceana Publications, Inc., 1948.
- Slavson, S.R. Reeducating the Delinquent. New York: Harper and Brothers, 1954.
- Studt, Ray N. (ed.) Operation of Juvenile Halls. California Youth Authority, August, 1955.
- Stanton, Alfred and Schwartz, Morris. The Mental Hospital. New York: Basic Books, Inc., 1954.
- Tappan, Paul W. Contemporary Corrections. New York: McGraw-Hill Book Company, Inc., 1956.
- Thurston, Henry W. Concerning Juvenile Delinquency. New York: Columbia University Press, 1947.
- Williams, Jesse F. Personal Hygiene Applied. Philadelphia: W.B. Saunders Company, 1948.

Miscellaneous Material

- Assistant Superintendent's Report, Warwick State Training School, Warwick, New York, 1956-1959.
- Interview with Daniel P. Clarke (Warwick State Training School, Warwick, New York, October 15, 1960).
- Interview with Dr. Irving Knapp (Warwick State Training School, Warwick, New York, February 15, 1961).
- Kahn, Alfred. "When Children Must Be Committed". New York: Citizens Committee for Children of New York, Inc., 1960. (Mimeographed.)

Manual of Operations, Transient Unit, Warwick State Training School, Warwick, New York, 1957.

Memorandum for Social Service Staff from State Department of Social Welfare, Warwick State Training School, Warwick, New York, August 15, 1960.

Notes by Daniel P. Clarke (Warwick State Training School, Warwick, New York, November 16, 1955).

Schepses, Erwin, "Organization for Treatment", Director of Social Services, Warwick State Training School, Warwick, New York, 1955.

Staff Meeting Minutes, Warwick State Training School, Warwick, New York, 1955-1958.

Superintendents Annual Reports, Warwick State Training School, Warwick, New York, 1956.

Unpublished Materials

Blackshear, Robert. "A Study of the Influences of Cottage Life on Personality Development of Boys at New York Training School." Unpublished Master's Thesis, School of Social Work, Atlanta University, Atlanta, Georgia, 1952.

Jones, Henry P. "A Description of the Transient Unit of the Warwick State Training School For Boys: A Focus on Trouble in the Cottage and Parole Violations." Unpublished Master's Thesis, School of Social Work, Atlanta University, Atlanta, Georgia, 1961.

Moore, Arthur. "The Orientation Process at a State Training School in Terms of Attitudes and Behavior." Unpublished Master's Thesis, School of Social Work, Atlanta University, Atlanta, Georgia, 1955.